DOCUMENT RESUME

ED 382 506 SO 024 924

AUTHOR Ballard, Lizabeth B.; Anderson, Ray
TITLE Two for One: Integrating American History and English III.
PUB DATE [94]
NOTE 8p.; Paper presented at the Annual Meeting of the Center for Rural Education and Small Schools (Manhattan, KS, October 24-25, 1994).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Area Studies; *Curriculum Design; *English Curriculum; Fused Curriculum; High Schools; Humanities; *Humanities Instruction; *Integrated Activities; *Interdisciplinary Approach; Secondary School Curriculum; Thematic Approach; Unified Studies Curriculum; *United States History
IDENTIFIERS Haviland School District KS

ABSTRACT

This brief descriptive guide is a pilot social studies- language arts course at Haviland High School, Haviland, Kansas. The two-hour course is team taught and seeks to combine the junior year of U.S. history and the junior year of English in an interdisciplinary class. The project began in 1990 with the school's designation as a pilot school for the state's Quality Performance Accreditation, a mandated Outcomes-Based Education reform program. An integrated curriculum in the two subject areas seemed to best address the needs for outcomes and assessments. In order to start the integrated course, the following procedures were used: (1) writing individual course outcomes; (2) identifying common themes in the course; (3) writing integrated outcomes; (4) planning activities and assessments; and (5) evaluating and revising after each year. The syllabus was developed around the common concepts of Manifest Destiny and Revolution. Specific units of literature and history read during the course are included. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 506

Two for One: Integrating American History and English III

by

Lizabeth Ballard and Ray Anderson

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

LIZABETH BALLARD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

SO 024 924

BEST COPY AVAILABLE

"Two for One: Integrating American History and English III"
by Lizabeth Ballard and Ray Anderson

American History. English III. No longer at Haviland High School, Haviland, Kansas are they two junior year, required courses.

They are a one, two-hour course, team taught by the social science teacher and the language arts teacher. It's the only permanant, fully integrated course in the rural, four year, 60 student school in South Central Kansas.

It all began in 1990 when the district became a pilot school for the state's Quality Performance Accreditation, a mandated OBE reform program. The district curriculum committee decided to tackle the social science area first in their writing of outcomes and assessments. Their OBE research had convinced Lizabeth Ballard, high school language arts instructor and committee member, and Ray Anderson, high school social science instructor and committee co-chairman, that integration was the direction they needed to go with their American History and English III courses. The chronology and obviously mutual topics of the history and American literature provided compatibility.

The first year they started with 13 weeks of integrated curriculum, alternating their integrated units with separate, traditional course work. They increased the integrating time to a full semester, using the same alternating pattern. In the 1993-94 school year, the program was expanded to a full year; complete integration covering the years 1800 to the 1980's.

In order to start the integrated course, the procedures that were followed included (1)writing individual course outcomes, (2)identifying common themes in the courses, (3)writing integrated outcomes, (4)planning activities and assessments, and (5)evaluating and revising after each year.

Course outcomes serve as a check list of concepts taught. They include:

1. Analyze the philosophy of Manifest Destiny.
2. Evaluate the conditions that led to the Civil War, the details of the conflict and the post war Reconstruction Period.
3. Interpret the economic changes in America brought on by industrialization.
4. Evaluate the conditions that led to WWI and the details of the post war period.
5. Explain the social and economic changes that took place in the United States during the 1920's and 30's.
6. Reconstruct the events leading to the Allied victory and the defeat of the Axis during WWII.
7. Evaluate the United States involvement in the Cold War.
8. Explain how a diversity of cultures and motives gave rise to divergent ideas and yet led to a distinctive American voice.
9. Identify American aspects of characters, technique, motifs, settings, themes, regionalism, and situations in the literature of each period.
10. Understand the social and economic forces operating as an influence on each period's authors.
11. Differentiate the primary tenets of Transcendentalism, Imagism, Impressionism, Naturalism, Realism, and Romanticism as illustrated by various authors.
12. Demonstrate the use of the following in written composition: the critical review, research paper, journal, news writing, letters.
13. Understand the uniqueness of the following forms: novel, short story, essay, letter, speech, drama, and poetry.
14. Demonstrate the use of the following in oral communication: biography report, interpretive reading, debate, slide show and film narration, and trial speech.
15. Demonstrate the use of video camera, audio recorder, Microsoft Word, electronic library services, and a data base program.

Organizing the course involved planning it around the two mutual concepts of Manifest Destiny and Revolution. The following is the syllabus with each unit's concept(s) indicated. Assessments are in italics:

Unit	Concept	Content
1	Manifest Destiny	Historical Overview-1800-1860 Introduce concept Review 6-Trait Writing Model Literature-Cooper, Bryant, Poe, folks, spirituals, Research trails- *report and map* Trails characters *interpretive readings* Santa Fe Trail/Ft. Larned trip and*journal*- Medicine Lodge Peace Treaty Pageant Mini-Unit and trip- *group research, social rating scale* Overland trip- *trails group research report, social rating scale, correspondence, group science activity* Accelerated Reading Assignment-1st 9 wks, American novels, *electronic exam* *Media Center resource checklist* *Unit Exam*
2	Revolution	Introduce concept Historical Overview-1860-80 Biography assignment Guest speaker-*Newspaper article* Glory-video, *film analysis* The Scarlet Letter-video- *group presentations* Literature- Lincoln, Alcott, Thoreau, Stowe Oral biography report *Unit Exam*
3	Revolution	Historical Overview-1880-1910 *Term paper on American inventors/inventions* Hutchinson Public Library trip-*Research Process Exam* Literature-Stanton, Whitman, Dickinson, Twain Indian Literature Unit-Chief Seattle, Chief Joseph, Satanta, Council Fires, Guest Speaker and *Debate* Far and Away- video- *film analysis* Indian Art/Artifact Slide Show *Unit Exam*
4	Revolution	Historical Overview-1910-20 Sargeant York- *film analysis* WWI Mini-group *Projects* *Unit Exam*
5	Revolution	Historical Overview-1920-40

		Literature- Hemingway, Frost, Eliot, Sandburg, Faulkner, Hughes, McKay, Cullen, Steinbeck,Thurber Town Meeting Mini-unit *Project* The Glass Menagerie-read and video *Perform excerpt* *Unit Exam*
6	Revolution	Historical Overview-1940-50 Hiroshima-read, group presentations Trip to Abilene and Ft. Riley- *Student slide shows* Japan slides The Bridge on the River Kwai-video, *film analysis* Accelerated Reading- 4th 9 wks, American novels, *electronic exam* *Unit Exam*
7	Manifest Destiny/ Revolution	Historical Overview-1950's-1980's The Right Stuff-laser disc, *film analysis* Literature- Bontemps, Dunbar, DuBois, Acosta, Asimov, Vonnegut, Shapiro The Crucible-University of Kansas play trip-*Critical Review* To Kill a Mockingbird- laser disc, *group presentations* All the President's Men-video, *film analysis* Local Vietnam/Korean *Project* *Unit Exam* *Final Exam* Student Program Evaluation

Specifically, by units, the literature and history read include:

Unit 1 (1800-1860)

Author	Title
James Fenimore Cooper	**"A Rescue"** from *The Deerslayer*
William Cullen Bryant	**"Thanatopsis"**
Edgar Allen Poe	**"The Cask of Amontillado"**
	"The Fall of the House of Usher"
	"Annabel Lee"
	"To Helen"
Folk ballad	**"Clementine"**
Spirituals	**"Swing Low, Sweet Chariot"**
	"Deep River"
	"Follow the Drinking Gourd"

American History Reading List(unless indicated by pages in the textbook, *America: the Glorious Republic*(Houghton Mifflin), readings are from Points of View computer program)

Missouri Compromise
Louisiana Territory
Politics of the Mexican War
Destruction of the Western Indians

Transportation Revolution
Pages 225-231 and 320-341 in textbook

Unit II(1860-80)

Author	Title
Abraham Lincoln	**"Gettysburg Address"**
Louisa May Alcott	from *Hospital Sketches*
Henry David Thoreau	**"Why I Went to the Woods"**
	"Why I Left the Woods"
	from *Civil Disobedience*
Harriet Beecher Stowe	from *Uncle Tom's Cabin*

American History Reading List

Compromise of 1850
Kansas-Nebraska Act
Antietam
Gettysburg
Vicksburg
Appomattox
13th Amendment
Reconstruction & Radical Reconstruction
Ku Klux Klan

Unit III(1880-1910)

Author	Title
Elizabeth Cady Stanton	Speech to the First Women's Rights Convention
Walt Whitman	**"I Hear America Singing"**
	"There Was a Child Went Forth"
	"What is the Grass"
	"Calvary Crossing a Ford"
	"Bivouac on a Mountain Side"
	"When Lilacs Last in the Dooryard Bloom'd"
	"When I Heard the Learn'd Astronomer"
	"Sparkles from the Wheel"
Emily Dickinson	**"Because I Could Not Stop for Death"**
	"If You Were Coming in the Fall"
	"I Heard a Fly Buzz When I Died"
Samuel Langhorne Clemens	**"Life on the Mississippi"**
Chief Seattle	**"This Sacred Soil"**
Chief Joseph	**"I Will Fight No More Forever"**
Satanta	**"My Heart Feels Like Bursting"**
The Grand Council Fire of American Indians	**"Tell Your Children"**

American History Reading List

Samuel Gompers
1877 National Railroad Strike
Populism
Imperialism
The Jungle
The Age of Reform
Women's Movement
Settlement House Movement
American Imperialism
Panama Canal
Pullman Strike/Boycott
Teddy Roosevelt & The Square Deal
Abolitionists & Emancipation
pages 518-521 in textbook

Unit IV(1910-20)

American History Reading List

Treaty of Versailles & U. S. Foreign Policy
pages 557-573 in textbook

Unit V(1920-40)

Author	Title
Ernest Hemingway	**"In Another Country"**
Robert Frost	**"Birches"**
	"Out, Out—"
	"Stopping by Woods on a Snowy Evening"
	"Fire and Ice"
	"Mending Wall"
T.S. Eliot	**"The Love Song of J. Alfred Prufrock"**
Carl Sandburg	**"Chicago"**
	"Four Preludes on Play Things of the
	"Wind"
William Faulkner	**"The Bear"**
	"Nobel Address"
Langston Hughes	**"Theme for English B"**
Claude McKay	**"If We Must Die"**
Countee Cullen	**"Any Human to Another"**
John Steinbeck	**"The Leader of the People"**
James Thurber	**"The Last Flower"**
Tennessee Williams	*The Glass Menagerie*

American History Reading List

Prohibition
New Deal

Unit VI(1940-50)

Author	Title
John Hersey	*Hiroshima*

American History Reading Lists

World War II/Homefront
Manhattan Project
pages 654-677 in textbook

Unit VII(1950's-Present)

Author	Title
Arna Bontemps	**"A Black Man Talks of Reaping"**
Paul Laurence Dunbar	**"Sympathy"**
	"We Wear the Mask"
W.E.B. Du Bois	**"Of The Meaning of Progress"**
Teresa Paloma Acosta	**"My Mother Pieced Quilts"**
Isaac Asimov	**"The Singing Bell"**
Kurt Vonnegut, Jr.	**"Harrison Bergeron"**
Karl Shapiro	**"Auto Wreck"**

American History Reading Lists

McCarthyism & Anti-McCarthyism
Cold War
Space Race
Man on the Moon
Nixon & Watergate
pages 698-702 in textbook

*An additional two American novels of the student's choice will be read.

A course like this will not be successful unless certain factors exist. The teachers must be compatible and respect each other. Planning time and extended contracts must be given to the staff. Administrators and teachers must be dedicated, flexible, enthusiastic, and open-minded. Community and board of education support must be sought and fostered. Records should be kept of the program, including a video tape of projects and activities throughout the year. And lastly, continually adding to the program's collection of materials and resources will strengthen the integrating experience for the students and teachers.